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ABSTRACT

England's National Literacy and Numeracy Strategies are designed to raise standards for all pupils. Though the skills they address are basic and need to be built up throughout the primary years, at the early stage of implementing the strategies, many older pupils will not have reached the standards expected of Year 6 pupils in future years. This booklet is aimed at teachers of these pupils. The booklet may be used to support planning for literacy hours and mathematics lessons. It is also intended to support planning for additional teaching outside these times, including out of school hours activities. In addition, the booklet discusses boys' attainment in literacy; includes a summary of key objectives from the Framework for Teaching; and explains preparation for the Key Stage 2 English tests. (PM)

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Foreword to Y6 Revision Guidance

Introduction to Y6 Revision Guidance

Section 1: Revision Guidance

Section 2: Key Objectives linked to Activity Resources Sheets to support Y6 revision

Foreword to Y6 Revision Guidance

The National Literacy and Numeracy Strategies guarantee training for every primary teacher in the most effective means of teaching these subjects. The strategies are designed to reach our targets for 2002, of 80% of 11 year olds reaching the standard expected for their age in English, and 75% in mathematics. These are challenging targets. But evaluations of the pilot projects show that we can be confident that they will help to raise standards for a wide range of pupils. Teachers have worked hard to implement the literacy strategy from last September, and will be beginning training in the numeracy strategy in summer 1999.

The literacy and numeracy strategies are, however, in their early stages at the moment. Some children will not have the benefit of being taught the daily Literacy Hour and mathematics lesson throughout their years at primary school. Some of these children may find it very difficult to achieve more than Level 3 in their national tests at the end of Key Stage 2. This brief guidance is designed to help teachers to enable these children to maximise their achievement at the end of primary school. They will then enter Key Stage 3 as confident and fully prepared as possible to meet the literacy and numeracy demands of the secondary curriculum.

The guidance reinforces the approaches teachers will be using in the National Literacy and Numeracy Strategies. It reflects existing good practice in many primary schools. It will reinforce the capacity of schools to strengthen the literacy and numeracy skills of all pupils before the tests in May and is designed to go hand in glove with the additional funding the government has provided for this purpose through the Year Six literacy and numeracy "booster" programme. I hope it will prove beneficial and practical as we continue our progress towards the improvements in literacy and numeracy standards that we all want to see.

Professor Michael Barber Head of the Standards and Effectiveness Unit
February 1999

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Guidance on Organising Literacy and Numeracy Booster Classes

Year 6 Booster Units

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Introduction to Y6 Revision Guidance

This guidance is addressed to teachers of Year 6 pupils but should also be read by headteachers, English and mathematics co-ordinators and other staff.

The National Literacy and Numeracy Strategies are designed to raise standards for all pupils. The skills and competences they address are essential to children's success in secondary education and to their lives beyond school. These skills are basic and need to be built up systematically throughout the primary years. At this early stage of implementing the strategies, many older pupils will not have reached the standards to be expected of Year 6 pupils in future years. It is important that they, too, are helped to reach their full potential.

This guidance is aimed specifically at teachers of pupils likely to achieve Level 3 in the Key Stage 2 tests. It is also relevant to the needs of others, including some children likely to achieve below Level 3, and those likely to just achieve Level 4 who need consolidation and extension work. It can also be used to aid teachers' planning for Year 5 pupils and for those planning to teach mixed Year 5 and 6 groups or classes.

You may use the guidance to support planning for Literacy Hours and mathematics lessons. It is also intended to support planning for additional teaching outside these times, including out of school hours activities using the Standards Fund funding allocated to LEAs for this purpose, together with any other available resources. You can give extra help to children in a variety of settings:

- before or after school through homework clubs or other support networks;
- through booster or revision classes at weekends or during school holidays;
- in additional time during the school day by a teacher or other competent adult;
- through additional adult support during the Literacy Hour or mathematics lesson.

The guidance should help you to make appropriate choices from the Frameworks for literacy and for mathematics. It reinforces a number of key teaching strategies for literacy and numeracy. Effective teaching strategies for literacy and numeracy have much in common, and should be mutually reinforcing for teachers and children.

http://www.standards.dfes.gov.uk/literacy/publications/?pub_id=136&top_id=151

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- An analysis of the 1998 Key Stage 2 English test results
- Boys' attainment in literacy
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An analysis of the 1998 Key Stage 2 English test results

1998's Key Stage 2 test results showed the following national pattern:

- boys' achievement is significantly weaker than that of girls;
- writing is weaker than reading overall;
- boys' writing is particularly weak;
- of the pupils achieving below Level 4, a large proportion gained Level 3.

The analysis shows a number of general characteristics linked to reading and, particularly, to writing. It shows that to move children from Level 3 to Level 4 in the English tests, they need to be systematically taught:

Reading

- to build up pace and accuracy to get to meaning and maintain sense;
- to develop inferential skills such as:

  - explaining meaning of figurative language, characters' behaviour etc.

  - making deductions, generalisations, hypotheses, suppositions

  - drawing implications or conclusions;

- to refer back to the text to check inferences and conclusions, use evidence from the text, relate text to own experience, and summarise main points;
- to use reading to model writing, noting in particular the features listed below for writing.

Writing

Word level

- spelling choices for medial vowel phonemes e.g. required (*requiered*);
- spelling choices for unstressed vowel sounds, particularly in multi-syllabic words e.g. interesting, special (*intresting, speshall*);
- spelling rules and conventions to move beyond simple sound-letter

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correspondences and knowledge of familiar words when writing e.g. consonant doubling, pluralisation, affixes;

- possessive apostrophes.

Activity Resource Sheets
Y6 Revision ARS Word Level

Sentence level

- construction of complex sentences using subordination and a range of connectives, particularly in non-narrative writing;
- the use of commas to mark meaning boundaries in sentences;
- appropriate and consistent use of verb tenses and person e.g. 1st or 3rd person past in narrative, imperative present for instructions;
- dialogue: direct and reported speech; speech marks and layout;
- use of pronouns to create complex and interesting sentences and to avoid ambiguity;
- writing in a formal, impersonal style e.g. through use of passive voice.

Activity Resource Sheets
Y6 Revision ARS Sentence Level

Text level

- planning narrative structures, particularly conclusions;
- organise material and structure in non-narrative writing;
- reviewing and editing to check writing back from reader's perspective: clarity, fitness for purpose and interest;
- paragraphing and other organisational devices e.g. bullets and inserts to structure text.

Activity Resource Sheets
Y6 Revision ARS Text Level

Academies | Advanced Schools | Advanced Skills Teachers | Autumn Package | Beacon Schools | Diversity | Diversity Pathfinders | Earned Autonomy | Education Action Zones | Ethnic Minorities | Excellence in Cities | Gender & Achievement | Homework | Innovation Unit | Key Stage 3 | LEA | Literacy | Numeracy | Parental Involvement | Research | Schemes of Work | School Improvement | Specialist Schools | Study Support | Subscribe | Target Setting | Training Schools

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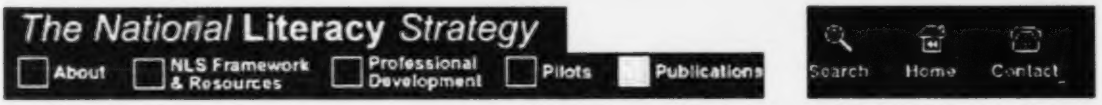

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Boys' attainment in literacy

It is clear from the Year 6 results nationally that boys' attainment in literacy is significantly below girls, and this is particularly marked in writing. In 2001, SATs 70% of boys and 80% of girls achieved level 4 or above in English. When this is broken down, it shows 78% boys and 85% girls achieved level 4 and above in reading - but only 50% of boys against 65% of girls achieved level 4 and above in writing. The picture is widely reflected in results at LEA level and in the majority but not all classes.

Evidence around raising boys' attainment suggests that there is no one solution but that a number of factors contribute to boys' achievement.

Identify a target group
Most classes include a group of boys who, for a variety of reasons, couldachieve more highly - the *can but don't* group. Identify this group, explain that they are targeted because you know they can do it, and provide some additional support from yourself in guided time and/or from an additional adult (for example, the teaching assistant, headteacher or booster class teacher).

Support boys' learning in class and group sessions by:

- ensuring that boys are challenged, that they succeed and that their successes are clearly acknowledged;
- make clear at the start of the lesson what you expect the class to learn and how you will check it later, e.g.*At the end of the lesson, I will ask you to ...*;
- share short term targets with group/class;
- help boys to reflect on their own learning by getting them to explain how they did something (for example, extracting or summarising information, planning a story opening) and giving them opportunities to review their work to assess progress, keep personal log records, etc.;
- help boys to be organised by establishing clear procedures for settling down to work, reminders about time and resources, timescales, listing what they need to do on the board, etc.

Support boys' writing by:

- making explicit the audience, purpose and criteria for writing (e.g. why they are writing an effective ending and how to do it);
- including talk as part of writing - use whiteboards to try out and discuss, use drama and role-play to get into character to reflect on feelings;
- using paired work to plan and response partners to revise writing;
- providing a range of writing opportunities (e.g. using ICT) and to present writing in different ways (e.g. posters, charts, advertisements);
- linking writing to boys' interests and choices, for example, sport, Harry Potter, computer games and videos, etc.

Related items

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Guidance on Organising Literacy and Numeracy Booster Classes

Year 6 Booster Units

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A summary of key objectives from the Framework for Teaching

It is clear that many of the difficulties children encounter are related to comprehension skills in reading and to specific writing skills in spelling, sentence construction and text organisation. Much of this work can be taught directly through discussion, explanation, investigation and practice.

Of course, some Level 3 children are achieving well for their abilities, but many are hampered simply because they have missed out on essential basic learning. These children stand to benefit substantially from some intensive and focused teaching of these skills.

In **Key Objectives** you will find a summary of key objectives from the *Framework for Teaching*. These objectives focus on the learning needs of Year 6 children likely to achieve Level 3. Linked to the evidence above, the objectives are not a new or alternative Framework, but a subset chosen from the full range of Year 5 and Year 6 objectives published in the Framework, as those likely to be particularly effective in raising children's achievement. You can use them over the next two terms in at least the following ways:

- to assess the areas of greatest need for your pupils and to highlight those you intend to teach;
- to define teaching and learning targets over a short period of time;
- as a guide to focus your planning and teaching;
- to ensure that the children know clearly what you intend them to learn in advance and to follow up your teaching by evaluating its success with the children e.g. "Today we have been working on... Let's check to see how much of it we are clear about.";
- to inform parents in advance about what you are teaching their children, as a means of enlisting their support.

Each of the objectives is followed by a reference, in brackets, to one or more of the Activity Resource Sheets produced to support the National Literacy Strategy. These sheets are designed to help you plan appropriate activities through which to teach the objectives. The modules are those for the relevant strand apart from some identified sentence level sheets which have been linked to some word and text level objectives. If you wish to have a set of the Activity Resource Sheets and suggested lesson plans identified for the *Revision guidance for Year 6 pupils* classes collected together they are available from:

Please quote product code: RGY6SMK
DfEE Publications
PO Box 5050
Sudbury
Suffolk
CO10 6ZQ

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tel: 0845 6022260
fax: 0845 6033360
email: dfee@prologistics.co.uk

Alternatively, a full set of these Activity Resource Sheets for every objective in the *Framework for Teaching* is available in spiral-bound Activity Resource Bank from Oxford University Press at a modest price. Orders and enquires to:

Oxford University Press (Customer Service)
tel: 01536 741171
fax: 01536 454519

All the resource sheets are also available and can be downloaded from this site.

Planning from the summary objectives

The summary objectives are for you to select from. There is more here than can be covered in the available time. In making choices, you should bear in mind:

- the needs of your class in relation to each of the three strands of work;
- the need for an appropriate balance of reading and writing;
- the relatively greater importance of writing i.e. teaching spelling, punctuation, sentence construction and compositional skills;
- the specific needs of boys;
- the importance of reading and writing non-fiction;
- how reading will be used to structure writing activities.

The range of work you plan should cover the following general areas:

- Fiction, Drama and Poetry — good writing from a cross-section of different writers;
- Non-Fiction — clear models of writing for different purposes: to recount, to instruct, to report, to explain, to persuade and to discuss.

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The use of the Literacy Hour

The daily Literacy Hour is the minimum teaching entitlement for **all** children and should be used to maximise direct teaching time. Each week, children should spend approximately 75% of this time being directly taught and approximately 25% working independently. Across a fortnight, there should be a balance of reading and writing in the Literacy Hour. On some days, the first 30 minutes of the hour may combine sentence and text level work in shared reading (including text analysis) or shared writing. On other days, word or sentence level work may follow, or even more likely, will precede shared text work. The importance of regular opportunities for *linguistic gymnastics* in word and sentence level cannot be over-stated and suggestions for teaching are to be found in the *Spelling bank* and *Grammar for writing*.

Throughout the autumn and spring terms in Year 6, the Literacy Hour should not be suspended in favour of continuous 'practising' for the end of Key Stage test. Rather, it should be used to teach children the compositional skills of planning, structure, sequence, sentence construction, use of appropriate language, etc. and teachers should use group work for writing conferences to review, evaluate and refine work in progress. Many children fail to make sufficient progress because they spend a disproportionate amount of time practising inadequately developed skills which can and should be taught more directly.

The 20 minutes of independent time in the Literacy Hour should primarily be used for reading and writing either individually or in pairs or groups. Teachers have found that children write substantial amounts in a concentrated 20 minute session. However, in the weeks leading up to the national test, teachers may wish to extend this 20 minute period in order that children can practise planning and writing for 45 minutes.

Additional time for writing can be provided in two ways:

- additional timetabled time to extend and develop work begun in a Literacy Hour;
- other curricular time for writing linked to subjects, which may also be initiated, reviewed and refined in Literacy Hour time.

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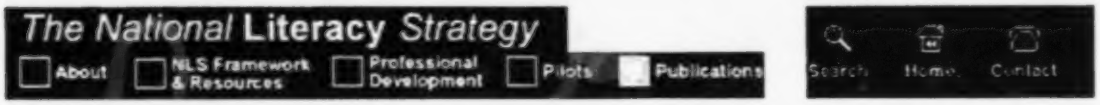

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Teaching strategies

This guidance is designed to support teaching outside the Literacy Hour but can equally well be used as a basis for Literacy Hour planning. However you use it, two principles apply:

- the objectives should be central to your planning and teaching. You should use these as teaching targets and make these objectives clear to the children so that they are aware of what they should be learning and can contribute to the evaluation of their own progress;
- whether you are planning to teach these objectives inside the Literacy Hour or outside it, the teaching strategies structured into the Literacy Hour are essential. Given the profile of needs for Y6 pupils, the most relevant teaching strategies are likely to be:

  - shared reading
  - shared writing
  - guided writing
  - guided reading
  - direct teaching of spelling, grammar and punctuation
  - teaching for independent extended writing.

You should ensure that you have planned for a balance of each of these elements within the week.

Shared reading: shared reading from a common text with a class should be used to:

- teach comprehension skills, for example: making generalisations from the text; reading 'between the lines' to infer, speculate or draw conclusions; linking texts to personal experience; analysing and evaluating texts; discussing how authors use figurative language (images, metaphors etc) for effect; learning how to refer to the text to support and justify conclusions;
- as teaching models to structure and support children's writing.

Shared writing: shared writing should be used to teach composition skills collaboratively with a whole class through teacher demonstration, teacher scribing and supported composition. Shared writing should draw directly on work covered in shared reading, using known texts as: models for writing; starting points for extension work; subjects for comment and evaluation; sources for retrieval, summary, speculation and generalisation. Composition strategies should cover:

- the outline planning of texts for example: plotting a story; setting out and sequencing a report, explanation or argument
- handling narrative and non-narrative texts
- the use of formal and informal language

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- paragraphing and other organisational and layout devices
- sentence construction
- punctuation, particularly speech punctuation and the use of commas.

Shared writing should also be used as a context for teaching and applying spelling strategies, conventions and rules and developing proof-reading skills.

Guided writing: guided writing with groups may focus on supporting children at the point of writing or on reviewing and revising children's independent writing. During group teaching in the Literacy Hour, you will be justified in giving more emphasis to guided writing than guided reading to maximise opportunities for feedback, reflection on and evaluation of the composition strategies taught through shared writing. You should plan regular sessions to work with groups on writing in progress, giving attention to clarity, fitness for audience and purpose, the effective use of language, sentence structure, precision and consistency, agreement in use of tenses and person, and to proof-reading and editing for correctness. Teach children to re-read, monitor and correct their own work.

Direct teaching of spelling, grammar and punctuation: many of the difficulties children encounter in writing result from an inadequate grasp of word and sentence level skills and strategies. This teaching is fundamental to developing control in writing and is likely to make a substantial difference to children's success, self-esteem, and attainment. Many of these objectives e.g. the teaching of spelling rules and conventions can be handled quickly, efficiently and enjoyably with children in an interactive whole-class setting. Children should be actively involved through making and sorting collections of words, expressions, spelling patterns etc, and explaining rules and conventions that govern the patterns. Use activities such as re-ordering sentences, cloze procedures, constructing and joining sentences or their parts, substituting alternative words with the same grammatical functions (e.g. changing or strengthening verbs, deleting and adding pronouns, inserting adjectives) and examining the impact on clarity and meaning. The activity resource sheets referred to in the summary objectives give a range of practical ideas to help you plan this work.

This focused skills teaching should build upon your assessment of errors, or patterns of errors, in children's work. Time spent in evaluating a sample of writing regularly is well invested. Sampling reveals patterns in errors and can help you plan and select teaching objectives for your class and should be linked to reading and writing targets.

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Preparation for the Key Stage 2 English tests

To ensure that your children are able to perform to their full potential in a test situation, check that they are aware of the need to:

- read instructions and questions carefully;
- scan the writing options carefully, to make the best choice for them;
- read texts thoroughly before answering questions;
- be aware that questions can often be answers from more than one perspective and to offer alternative interpretations, where appropriate;
- make sure they understand questions and answer them directly;
- refer back to texts in answers to comprehension questions;
- set out a brief writing plan in advance of writing;
- revise and proof-read their writing;
- finish written composition in note form if time has run out.

You may also find it useful to work through some of last year's test materials to revise and extend children's skills and to familiarise them with the strategies above. These optional materials have two aims:

- to help Year 6 teachers to review and extend pupils' learning in literacy towards the end of Key Stage 2;
- to help Year 6 pupils to show what they know and can do in the English tests.

The materials are based on:

- the format and activities of the Literacy Hour;
- the 1998 KS2 test materials and mark schemes and QCA's *Standards at Key Stage 2 Report*.

These materials are available from:

QCA Publications
PO Box 99
Sudbury **tel:** **01787 884444**
Suffolk **fax:** **01787 312950**
CO10 6SN **email:** qca@prologistics.co.uk

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■ Word Level
Sentence Level
Text Level

Word Level

Phonics, spelling and vocabulary
Pupils should be taught:

Spelling strategies

1. to revise the spelling of words containing each of the long vowel phonemes in List 3 of the *NLS Framework* (see Year 1 Term 3; Year 2 Terms 1, 2, and 3)
2. to secure spelling of words in Appendix List 3 of the *NLS Framework*.
3. to identify mis-spelt words in own writing: to keep individual lists (e.g. spelling logs); to learn to spell them (Y5 & 6) (ARS Module 2 page 126.)
4. to use known spellings as a basis for spelling other words with similar patterns or related meanings (Y5 & 6) (ARS Module 2 page 127.)
5. to use independent spelling strategies, including:
   - building up spellings by syllabic parts, using known prefixes, suffixes and common letter strings
   - applying knowledge of spelling rules and exceptions
   - building words from other known words, and from awareness of the meaning or derivations of words
   - using dictionaries and IT spellchecks
   - Using visual skills, e.g. recognising common letter strings and checking critical features (i.e. does it look right, shape, length, etc.) (Y5) (ARS Module 2 pages: 128, 129, 147.)
6. to practise new spellings regularly by *'look, say, cover, write, check'* strategy (Y4) (ARS Module 2 page 107.)

Spelling conventions and rules

7. to practise extending and compounding words through adding parts, e.g. *ful, ly, ive, tion, ic, ist;* revise and reinforce earlier work on prefixes and suffixes; investigate links between meaning and spelling (Y4) (ARS Module 2 page 116.)
8. to investigate, collect and classify spelling patterns in pluralisation, construct rules for regular spellings, e.g. add-*s* to most words; add-*es* to most words ending in *-s,-sh,-ch;* change-*fe* to-*ves,*when-*y* is preceded by a consonant, change to-*ies,*when-*y* is preceded by a vowel, add-*s*(Y5) (ARS Module 2 pages: 130 and 131.)
9. to explore spelling patterns of consonants and formulate rules:
   - *-ll* in full becomes *l* when used as a suffix
   - words ending with a single consonant preceded by a short vowel double the consonant before adding *-ing*, etc., e.g. *hummed, sitting, wetter*

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- c is usually soft when followed by *i*, e.g. *circus, accident* (Y5) (ARS Module 2 page 133.)

10. to spell unstressed vowels in polysyllabic words, e.g. *company, portable, poisonous, interest, description, carpet, sector, freedom, extra*, etc (ARS Module 2 page 137.)

11. to investigate and learn spelling rules;
    - words ending in modifying *e* drop *e* when adding *ing*, e.g. *taking*
    - words ending in modifying *e* keep *e* when adding a suffix beginning with a consonant, e.g. *hopeful, lovely*
    - words ending in *y* preceded by a consonant change *y* to *ie* when adding a suffix, e.g. *flies, tried* - except for the suffixes *ly* or *ing*, e.g. *shyly, flying; i* before *e* except after *c* when the sound is *ee*, e.g. *receive*. Note and learn exceptions (ARS Module 2 page 138.)

12. to transform words, e.g. changing tenses; *-ed, -ing;* negation: *un-, im-, il;* making comparatives: *-er; -est, -ish;* changing verbs to nouns, e.g. *-ion, ism, -ology;* nouns to verbs: *-ise, -ify, -en* (Y5) (ARS Module 2 pages: 121, 122, 123, 124 and 125, and Module 3 pages: 42, 48, 49.)

13. to revise and consolidate work from previous terms with particular emphasis on:
    - learning and inventing spelling rules
    - inventing and using mnemonics for irregular or difficult spellings (Y6) (ARS Module 2 page 140.)

Vocabulary extension

14. to use alternative words and expressions which are more accurate or interesting than the common choices, e.g. *got, nice, good, then, said* (Y4) (ARS Module 3 pages: 37, 40, 41.)

15. to build a bank of useful terms and phrases for argument, e.g. *similarly, whereas* (Y6) (ARS Module 3 page 70.)

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Introduction to Y6 Revision Guidance

Section 1: Revision Guidance

Section 2: Key Objectives linked to Activity Resources Sheets to support Y6 revision

Word Level
Sentence Level
Text Level

Sentence Level

Grammar and punctuation
Pupils should be taught:

Grammatical awareness

1. to discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences, using a range of connectives, simplifying clumsy constructions (Y5)(Unit 34 *Grammar for writing*);

2. to understand the difference between direct and reported speech (e.g. *she said, "I am going"; she said she was going)*, through:
   - finding and comparing examples from reading
   - discussing contexts and reasons for using particular forms and their effects
   - transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added (Y5) (Unit 36 *Grammar for writing*);

3. to revise and extend work on adjectives and link to work on expressive and figurative language in stories and poetry:
   - constructing adjectival phrases
   - examining comparative and superlative adjectives
   - comparing adjectives on a scale of intensity (e.g. *hot, warm, tepid, lukewarm, chilly, cold)*
   - relating them to the suffixes which indicate degrees of intensity (e.g. *-ish, -er, -est)*
   - relating them to adverbs which indicate degrees of intensity (e.g. *very, quite, more, most)* and through investigating words which can be intensified in these ways and words which cannot (Y4) (Unit 26 *Grammar for writing*).

Sentence construction and punctuation

4. from reading, to understand how dialogue is set out, e.g. on separate lines for alternate speakers in narrative, and the positioning of commas before speech marks (Y5) (Unit 36 *Grammar for writing*);

5. to investigate connecting words and phrases:
   - collect examples from reading and thesauruses
   - study how points are typically connected in different kinds of text
   - classify useful examples for different kinds of text - for example, by position *(besides, nearby, by)*; sequence *(firstly, secondly ...)*; logic *(therefore, so, consequently)*
   - identify connectives which have multiple purposes (e.g. *on, under, besides)* (Unit 46 *Grammar for writing*);

6. to form complex sentences through:
   - using different connecting devices
   - reading back complex sentences for clarity of meaning,

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and adjusting as necessary
- evaluating which links work best
- exploring how meaning is affected by the sequence and structure of clauses (Y6) (Unit 47 *Grammar for writing*);

7. to recognise how commas, connectives and full stops are used to join and separate clauses; to identify in their writing where each is more effective (Y4) (Unit 28 *Grammar for writing*);

8. to use punctuation effectively to signpost meaning in longer and more complex sentences (Y5) (Unit 40 *Grammar for writing*).

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Introduction to Y6 Revision Guidance

Section 1: Revision Guidance

Section 2: Key Objectives linked to Activity Resources Sheets to support Y6 revision

Word Level
Sentence Level
Text Level

Text Level

Comprehension and composition
Pupils should be taught:

Fiction and poetry

Reading comprehension

1. to investigate how characters are presented, referring to the text:
   - through dialogue, action and description
   - how the reader responds to them (as victims, heroes, etc.)
   - through examining their relationships with other characters (Y5) (ARS Module 5 pages: 51, 52, 123, 124, 125 and 126);

2. to take account of viewpoint in a novel through:
   - identifying the narrator
   - explaining how this influences the reader's view of events
   - explaining how events might look from a different point of view (Y6) (ARS Module 5 pages: 69 and 80);

3. to understand the differences between literal and figurative language e.g. through discussing the effects of imagery in poetry and prose (Y5)(ARS Module 5 page: 41);

4. To compare the structure of different stories, to discover how they differ in pace, build-up, sequence, complication and resolution (Y5).

5. to compare and evaluate a novel or play in print and in film/TV version, e.g. treatment of the plot and characters, the differences in the two forms, e.g. in seeing the setting, in losing the narrator (Y6).

Writing composition

4. to manipulate narrative perspective by:
   - writing in the voice and style of a text
   - producing a modern retelling
   - writing a story with two different narrators (Y6)(ARS Module 5 page: 81);

5. to plan quickly and effectively the plot, characters and structure of their own narrative writing (Y6) (ARS Module 5 page: 82);

6. to write discursively about a novel or story, e.g. to describe, explain, or comment on it (Y5) (ARS Module 5 page: 76);

7. to map out texts showing development and structure, e.g. its high and low points, the links between sections, paragraphs, chapters (Y5).

Non-Fiction

Related Items

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Reading comprehension

7. to review a range of non-fiction text types and their characteristics, discussing when a writer might choose to write in a given style and form (Y6) (ARS Module 3 pages: 32, and 80, 81 and 82);

8. to identify how and why paragraphs are used to organise and sequence information (Y4) (ARS Module 6 pages: 56);

9. to identify the key features of impersonal formal language, e.g. the present tense, the passive voice and discuss when and why they are used (Y6) (ARS Module 6 page 56, and ARS Module 3 pages 69, 73, 74 and 84);

10. notemaking: to fillet passages for relevant information and present ideas which are effectively grouped and linked (Y5) (ARS Module 6 page 45, and ARS Module 3 page 78);

11. to distinguish between biography and autobiography:
    - recognising the effect on the reader of the choice between first and thrid person;
    - distinguishing between fact, opinion and fiction;
    - distinguishing between implicit and explicit points of view and how these can differ (Y6);

Writing composition

12. to plan, compose, edit and refine short non-chronological reports and explanatory texts using reading as a source, focusing on clarity, conciseness, and impersonal style (Y5) (ARS Module 6 page 56, and ARS Module 3 page 52);

13. to divide whole texts into paragraphs, paying attention to the sequence of paragraphs and to the links between one paragraph and the next, e.g. through the choice of appropriate connectives (Y6) (ARS Module 6 page 56);

14. to select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types (Y6) (ARS Module 6 page 56.)

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